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13. SUPPLEMENTARY NOTES

14. ABSTRACT
This presentation, which was delivered to the Interagency Language Roundtable Testing Committee on 21 FEB 2014, provided a systematic approach to planning, developing, and implementing assessments in immersion or iso-immersion contexts. The presentation covered the following topics: developing an assessment strategy, designing an immersion assessment, and concluded with two examples of how Special Operations Forces (SOF) components have conducted iso-immersion to assess their students.

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Special Operations Forces language training immersion assessment

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Process-oriented Approach to Designing Immersion Assessments

SWA
Consulting

Process-oriented Approach to Designing Immersion Assessments

Presented To:
Interagency Language Roundtable (ILR) Testing Sub-Committee

Presented By:
Dr. Eric Surface
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Sponsored by:
SOFLO, USSOCOM

Prepared by:
SWA Consulting Inc.

Aligning with Mission Requirements

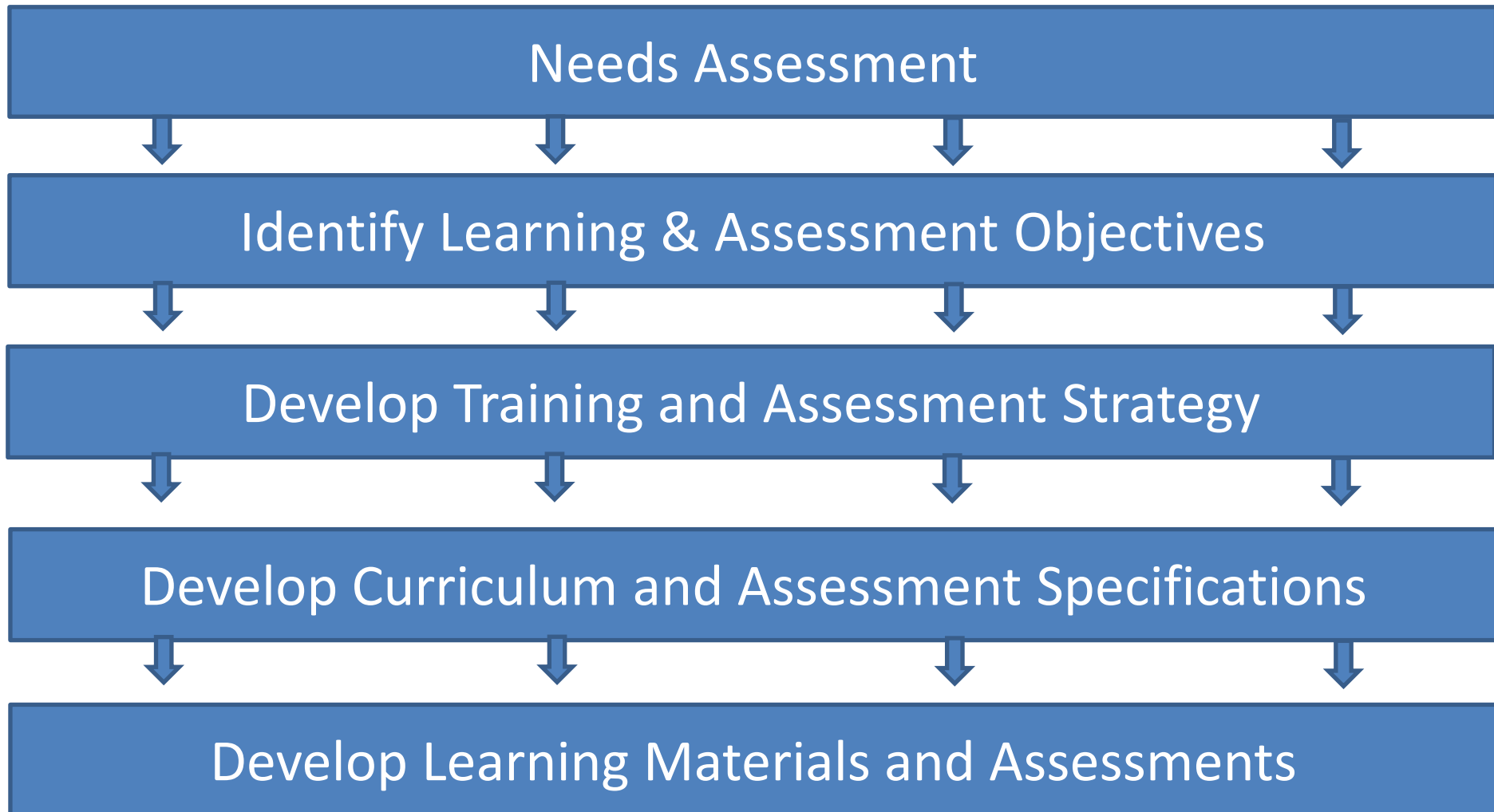Developing Mission-focused LREC
Capability
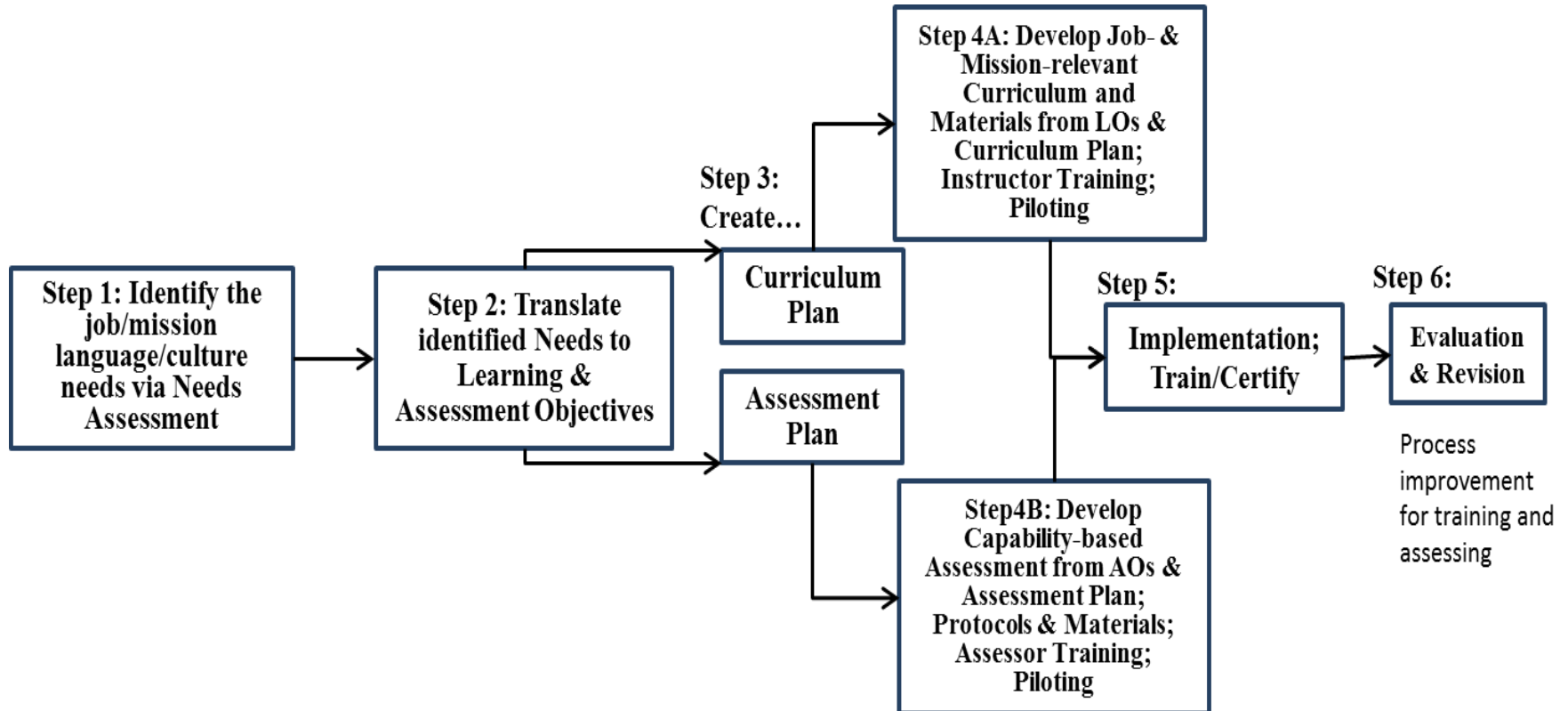
This model was originally presented at the 2013 United States Special Operations Command (USSOCOM) Command Language Program Manager (CLPM) Advanced Competencies Course in a presentation titled, *The Language Needs Assessment Process and Resulting Products*.

Need to take a systematic approach

- Planning, developing and implementing an assessment in immersion or iso-immersion context is no different than others—**you need objectives and a clear plan or blueprint for success**
  - Have observed immersion exercises with no clear assessment of learning or assessment objectives
  - Systematic approach is needed to ensure utility and ROI of immersion

- What is the purpose of assessment?

The Importance of Alignment

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┌─────────────────────────────────────────────────────────┐
│                   Needs Assessment                       │
└─────────────────────────────────────────────────────────┘
        ↓              ↓              ↓              ↓
┌─────────────────────────────────────────────────────────┐
│        Identify Learning & Assessment Objectives         │
└─────────────────────────────────────────────────────────┘
        ↓              ↓              ↓              ↓
┌─────────────────────────────────────────────────────────┐
│         Develop Training and Assessment Strategy         │
└─────────────────────────────────────────────────────────┘
        ↓              ↓              ↓              ↓
┌─────────────────────────────────────────────────────────┐
│      Develop Curriculum and Assessment Specifications    │
└─────────────────────────────────────────────────────────┘
        ↓              ↓              ↓              ↓
┌─────────────────────────────────────────────────────────┐
│        Develop Learning Materials and Assessments        │
└─────────────────────────────────────────────────────────┘
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Does Immersion Fit Strategy?

Develop Assessment Strategy

What and when to assess?

- **Purpose of assessment—formative or summative**

- Must match with Needs, Objectives and Learning Strategy (*what, when, how of learning*)

- *What is important for the learner to demonstrate at this point?*

How to assess it?

- Must be appropriate for **the purpose and objectives**

- *Does method allow learner to demonstrate status on objectives?*

- *support desired inference?*

- **Immersion allows demonstration of behavior (performance) in Context**

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Demonstrating Behavior (Performance)

- **Role-play, Videogame, Simulation, Assessment Center, Work Sample, Field Exercise and Immersion methods allow <u>measurement of behavior in CONTEXT to various degrees of fidelity</u>**
- Techniques can be very similar

- Physical v. psychological fidelity
- Johns (2006) Discrete Context—task, social and physical
- 4Ps: Purpose, Practicality, Parsimony and Price
- Best practices from other areas can inform immersion assessment

Example: Assessment Center Best Practices

From International Task Force on Assessment Center Guidelines:

1. **Job analysis/competency modeling** – A job analysis of relevant behaviors must be conducted to determine the dimensions or competencies important to job success in order to identify what should be evaluated by the assessment center.

2. **Behavioral classification** – Behaviors displayed by participants must be classified into meaningful and relevant categories such as behavioral dimensions, attributes, characteristics, aptitudes, qualities, skills, abilities, competencies, or knowledge.

3. **Assessment techniques** – The techniques used in the assessment center must be designed to provide information for evaluating the dimensions previously determined by the job analysis.

4. **Multiple assessments** – Multiple assessment techniques [activities] must be used. The assessment techniques are developed or chosen to elicit a variety of behaviors and information relevant to the selected dimensions.

5. **Simulations** – The assessment techniques must include a sufficient number of job-related simulations to allow opportunities to observe the candidate's behavior related to each dimension/competency being assessed.

Process Model for Designing Immersion Assessment

Once Strategy Is
Set & Immersion Is
Included….

**Design
Immersion
Assessment**

Choose location

**Select appropriate
activities**

Develop assessment
protocol

Train role players and
assessors

Develop behaviorally-
based evaluation
rubrics/forms and score
reports
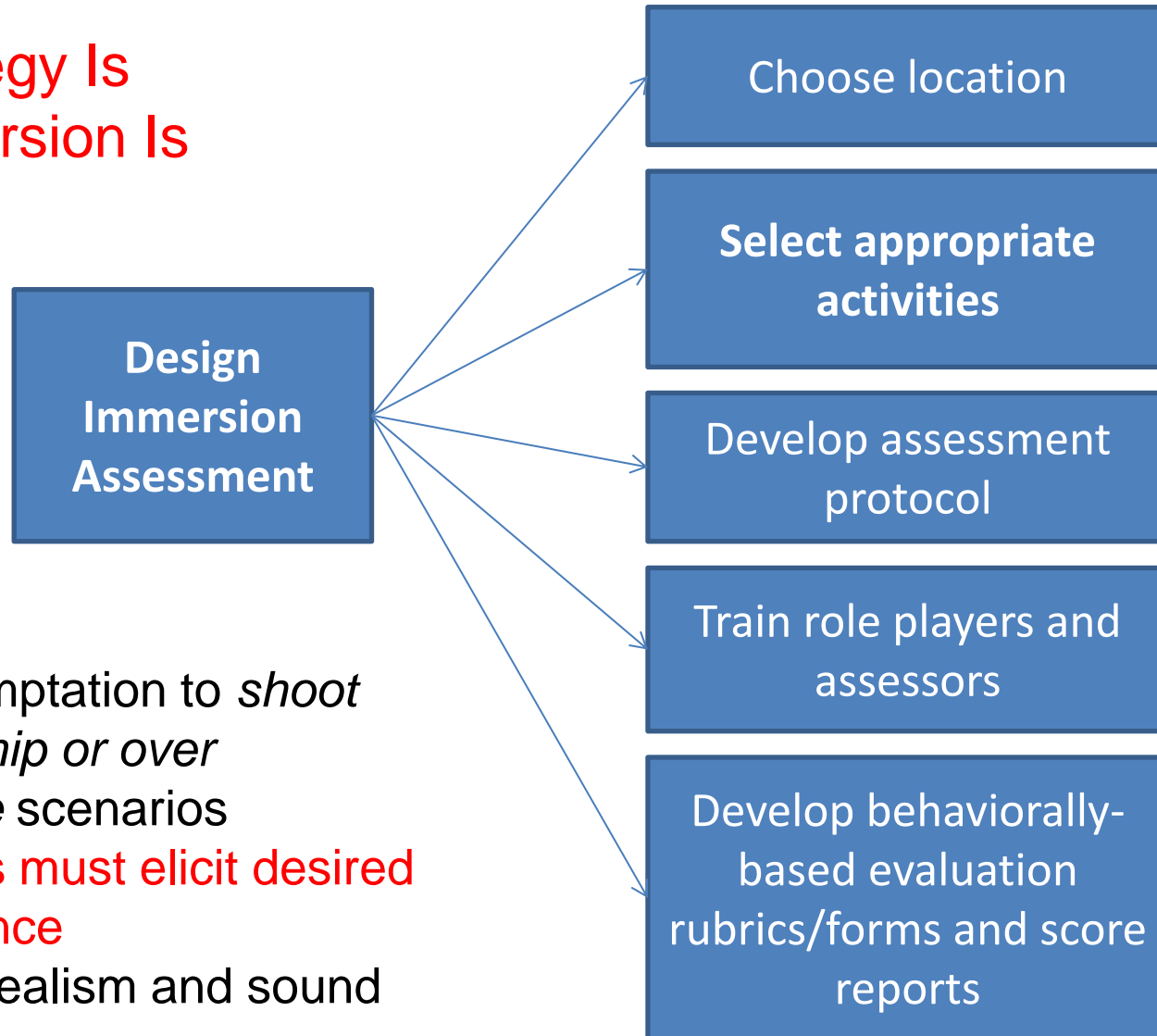
- Resist temptation to *shoot
from the hip or over
dramatize* scenarios
- Scenarios must elicit desired
performance
- Balance realism and sound
practices

Two Examples

Naval Special Warfare's ISO Immersion

Tactical Iraqi Role-Play Assessment

Assessment Design

Choose appropriate location

- Need for control vs. authenticity and fidelity

Assessment Design

Develop assessment protocol

- Promote standardization

Step 3

Task 1: Greeting an Iraqi civilian

1. Read in English the instructions and performance objectives for Task 1 in English.

READ THIS TO THE INTERVIEWEE:

"For Task 1, you are an American Soldier on the street of the fictitious Iraqi town of Al-Wardiya. You are in full gear and wearing sunglasses. You see an Iraqi civilian on the street and you approach. I will be the Iraqi civilian. Your goal will be to achieve the following objectives to the best of your ability using Iraqi Arabic."

Task objectives –

- "Objective 1: Greet the Iraqi using a formal greeting"

- "Objective 2: Introduce yourself by stating your name"

- "Objective 3: Ask the Iraqi civilian what his or her [tester gender] name is"

- "Objective 4: Respond appropriately to what the Iraqi civilian says

"These are your objectives. Use sufficient Iraqi language to accomplish each one

Assessment Design

Choose relevant activities

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Assessment Design

Select appropriate activities

- Equal opportunity to perform

Must provide an opportunity to demonstrate the desired behavior and to meet the assessment objective, especially if Summative.

But, could be designed to be observational learning opportunity. Or, could be team or role-based activity. Must fit objectives.

Ask on participants (leaners, role players, assessors) if each learner had the opportunity to perform or completed each activity or objective:

Task Objectives   Completed?

Objective 1: Greet the Iraqi using a formal greeting.   ○ Yes   ○ No

Objective 2: Introduce yourself by stating your name.   ○ Yes   ○ No

Objective 3: Ask Iraqi what his or her [tester gender] name is.   ○ Yes   ○ No

Objective 4: Respond appropriately to what the Iraqi civilian says.   ○ Yes   ○ No

Assessment Design

Train role players and assessors

- Promote standardization
- Proper elicitation of targeted language skills

- Research related to assessment centers in the I/O field has shown that a common challenge is for role players to elicit appropriate behaviors. Therefore, training is required (Schollaert & Lievens, 2011).

- "Role-players should play objectively and consistently the role" (International Task Force on Assessment Center Guidelines, 2009, p. 248).

- Role players allow learners to demonstrate the desired performance or lack thereof. Assessors consistently and effectively apply a rating rubric.

Assessment Design

Develop appropriate scales and evaluation rubrics

- Link to objectives
- Shared mental model for all raters—training
- For formative assessments:
  - Behaviorally-based
  - Include learner in the process
  - Could be competency-based

Example #1:

3. Sociolinguistic Competence

○ Severely limited. Any knowledge of cultural appropriateness has a nonlinguistic source.

○ Uses greetings and courtesy expressions. Can interact with native speakers used to dealing with non-natives.

○ Satisfies routine social demands and limited work requirements in the context of the role-play tasks...

○ Uses cultural references. When errors are made, can easily repair the conversation.

Assessment Design

Example #2:

From instructor perspective…

	Did not meet expectations	Approached expectations	Met expectations	Exceeded expectations	N/A
Conducting simple conversations to build rapport...	○	○	○	○	○
Giving commands...	○	○	○	○	○

Use your notes about the student's quality of <u>language use</u> to provide detailed feedback that the student can use to further develop his language skills.

Please list the student's top 3 <u>effective</u> behaviors. Then, explain why each behavior was effective.

From student perspective…

	Not Prepared	Slightly Prepared	Moderately Prepared	Prepared	Very Prepared	N/A
Conducting simple conversations to build rapport...	○	○	○	○	○	○
Giving commands...	○	○	○	○	○	○

Assessment Design

- Use of technology for capturing assessment performance and rating…
  - Audio
  - Video (e.g., Go Pro)

- Feedback and score reports must fit purpose

- Learner Perceptions
  - Relevant
  - Fairness
  - Accuracy

Process Model for Designing Immersion Assessment

Design Immersion Assessment

Choose location

Select appropriate activities

Develop assessment protocol

Train role players and assessors

Develop behaviorally-based evaluation rubrics/forms and score reports

Iterative Process: Continually monitor assessment results and properties and make changes as appropriate

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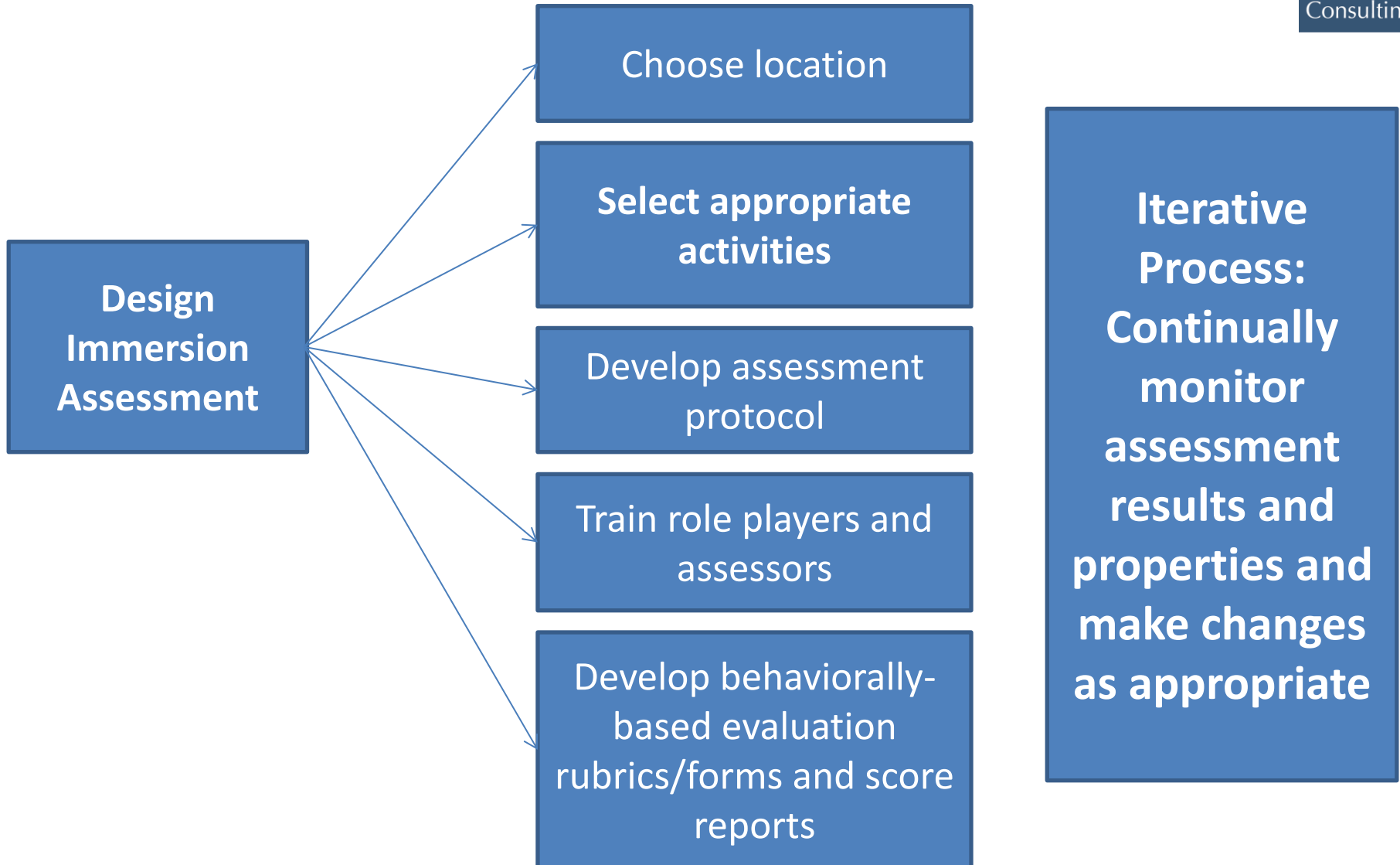
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